

# All Saints Benhilton CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	102990
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	354531
<b>Inspection dates</b>	28–29 June 2010
<b>Reporting inspector</b>	Mike Capper

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Rowland
<b>Headteacher</b>	Denise Parrett
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	All Saints Road Sutton SM1 3DA
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 15 lessons and observed 10 teachers. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 110 questionnaires from parents and carers, 33 from staff and 133 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the reasons for the wide variation in attainment at the end of Year 6 for the last three years
- the effectiveness of teaching at providing the right level of challenge for all pupils, especially in science
- pupils' enjoyment of school, their cultural awareness and how well they understand the next steps in their learning
- the impact of leaders at all levels in planning for and driving school improvement.

## Information about the school

The school takes most of its pupils from the local community. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. Most, but not all, of these pupils have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average.

Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has recently begun to admit more pupils from non-White British backgrounds. Most of these pupils are in the Early Years Foundation Stage and a few are in the early stages of learning English.

The school has a number of awards, including the Basic Skills Quality Mark and Activemark for its work in sport.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils flourish both socially and academically. They achieve well because teaching is good and they benefit from a stimulating and meaningful curriculum. The school engages well with parents and makes effective use of partnerships with others to promote good learning.

Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Pupils' attainment is above average by the end of Year 6, although there has been some variation over the last three years in national test results. Whilst this was largely due to the differing capability of groups, leaders also recognised that there were some things that the school could still be doing better. Steps taken by leaders to tackle this have been effective and pupils' learning and progress in English and mathematics are now good across the school, and attainment is set to rise further in coming years. Pupils in Key Stage 2 are benefiting from additional support both in and out of lessons. There has been a sharp and successful focus on ensuring that pupils are fully engaged in lessons through projects such as 'Everyone is a Learner'. The school is now beginning to focus on improving progress in science, where teachers do not always provide enough challenge for the more able, including giving them opportunities to devise and carry out their own investigations. Teaching meets pupils' differing needs well in literacy and numeracy lessons but the setting of targets is inconsistent. Where targets are not explicit enough, pupils are unclear about how to improve their work.

Pupils are rightly proud of their school. They are well cared for and feel safe. They have an excellent understanding of the importance of adopting healthy lifestyles. Even Reception Year children can explain that 'Fish is good for the brain!' Pupils are very keen to take responsibility and this helps them to make an outstanding contribution to the school and wider community. For example, eco-councillors have initiated a 'walk to school' project. Pupils greatly enjoy school, and the very large number of clubs reflects the willingness of staff to go the extra mile to make school fun. Teachers foster creativity very imaginatively and pupils produce high quality artwork such as superb sculptures showing 'movement'.

The calm and purposeful leadership of the headteacher sets a clear direction for school improvement. She is well supported by other members of staff and governors and they share her ambitions and aspirations for the school. Although subject leaders visit lessons and monitor work, they do not always focus sharply enough on how well pupils are learning. This means that they are not always able to demonstrate the impact of recent initiatives and are sometimes not quick enough at picking up minor dips in progress. Nonetheless, overall self-evaluation is good and leaders at all levels play a significant

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role in planning for school development. This provides a strong drive for improvement. Successful actions, such as the school's effective work to improve attainment at the end of Year 6, are ensuring continuing improvements in pupils' progress and enjoyment of learning. All of these elements confirm the school's good capacity to continue improving.

**What does the school need to do to improve further?**

- Improve pupils' progress in science so that it reaches the same good levels as in English and mathematics by ensuring that work always provides enough challenge for the more able and gives them more opportunities to plan and devise their own investigations. (by July 2011)
- Ensure that the monitoring of lessons and pupils' work by subject leaders focuses more closely on how well pupils are learning so that the impact of initiatives can be evaluated and any minor dips in progress picked up even more quickly. (by July 2011)
- Make the targets given to pupils more explicit so that they are clear about the next steps in their learning. (by April 2011)

**Outcomes for individuals and groups of pupils****2**

Pupils' achievement and enjoyment is good and attainment, already above average, is rising. This means that pupils are well prepared for the next stage of their education. Their warm and positive behaviour and above-average attendance contribute significantly to the good progress that is seen in many lessons. In a Year 1 literacy lesson, pupils were fully engaged and their learning was secure as they began to write a story about a magic object. In a Year 4 numeracy lesson, pupils worked hard and cooperated sensibly. Their positive attitudes meant that there was a good pace to learning as they explored the measurement of angles. Where progress in lessons is satisfactory, pupils sometimes lack concentration when the teacher talks for too long, for example when talking about writing a poem about sports day.

Throughout the school, pupils with special educational needs and/or disabilities make good progress in most lessons. They take an active part in activities and are keen to improve.

Pupils become good young citizens. They are polite and courteous and work hard most of the time, although they do not always present their work neatly enough. Close links with the parish church support spiritual development extremely well. Pupils show excellent concern for the needs of others by raising funds for charity and saying prayers for children in difficult situations. They develop a good understanding of national and global issues by studying life in other countries and looking regularly at major news items, but pupils' experience of multicultural diversity within this country is not as strong. Most pupils feel safe, although a small minority think that behaviour could still sometimes be better. Pupils enthusiastically lead healthy lifestyles and the school has a well-deserved Activemark award for its work in this area.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Members of staff work successfully to provide high quality pastoral care. There are good links with outside agencies to get extra help for pupils when it is needed. Pupils with special educational needs and/or disabilities are well supported. The school is beginning to be more thorough about monitoring their learning in lessons, although occasionally targets for these pupils, as for others, are too generalised. Pupils with English as an additional language are supported well and make good progress.

Teachers make learning fun and manage pupils' behaviour well. Teachers assess learning carefully and where teaching is good, they use this information to plan what to teach next. Such good practice is not yet evident in science, where work is not always challenging enough for the more able. Teachers conscientiously mark work and often add helpful written comments.

The well-organised curriculum provides pupils with many exciting experiences and includes a good number of clubs and visits that add greatly to their enjoyment of school. Teachers are becoming increasingly adept at linking subjects together but in science, pupils do not get enough opportunities to carry out investigative work. There is a good

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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focus on literacy and numeracy skills and this is reflected in the school's Basic Skills Quality Mark. Pupils enjoy learning German because 'It helps us get ready for secondary school.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders have ensured that the school continues to move forward. Their good ambitions and drive for improvement are firmly embedded and there is a good understanding of remaining priorities, including the need to ensure that monitoring by subject leaders focuses more sharply on how well pupils are learning. Governors are knowledgeable and provide good challenge and support to the school.

The school promotes equality and tackles discrimination successfully. There is a harmonious atmosphere in school and pupils show good respect to each other. Increasingly sharp use is being made of data to identify and tackle any inconsistencies in performance between different groups.

The school's contribution to community cohesion is good. Leaders respond well to local needs and work very closely with parents to promote learning. In order to strengthen their contribution, leaders are now rightly working to establish links with a community in central London to widen pupils' knowledge of life in other parts of the United Kingdom.

The school has good safeguarding procedures. Pupils' safety is given a high priority and this is reflected in every aspect of school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Exciting and well-planned activities mean that children make good progress in the Early Years Foundation Stage. Although there is some variation from year to year, most children are working at the levels expected for their age when they start school. Children build well on this and their attainment is above average by the end of the Reception Year, reflecting good achievement. There is a superb atmosphere in lessons in both the Nursery and Reception classes, with children working together happily and sensibly selecting for themselves where they are going to work. Consequently, children develop very good confidence and independence. Adults have good expectations in lessons. In the Nursery, where some teaching is outstanding, adults are particularly adept at intervening at just the right time to move children's learning on. This is not quite so strong in the Reception classes, where just occasionally there are missed opportunities to extend skills when children are working independently. Planning takes good account of differing needs and in the Nursery in particular is very clear about how pupils with English as an additional language are to be supported so that they can make good progress. In both the Nursery and Reception classes, there is a rich curriculum that promotes learning extremely well. Areas of learning are imaginatively linked together to make learning purposeful. For example, children learn about countries, types of food and write lists as they look at different types of summer fruit.

Leaders monitor progress closely and are making increasingly good use of assessment information to look for trends in attainment over time so that any comparative areas of weakness can be tackled quickly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers



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There was a relatively high return of questionnaires. Most parents and carers are pleased with the work of the school. Positive comments included, 'Staff are always so helpful and always put the best needs of the children first' and 'There is a strong feeling of community spirit.' Some parents and carers are concerned about how the school tackles unacceptable behaviour. The inspection team saw none and found that the school has good systems for tackling it, should it occur.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Benhilton Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 289 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	54	42	38	8	7	1	1
The school keeps my child safe	54	49	53	48	3	3	0	0
The school informs me about my child's progress	34	31	62	56	11	10	2	2
My child is making enough progress at this school	38	35	55	50	12	11	4	4
The teaching is good at this school	49	45	51	46	7	6	2	2
The school helps me to support my child's learning	39	35	55	50	14	13	2	2
The school helps my child to have a healthy lifestyle	45	41	63	57	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	36	55	50	8	7	3	3
The school meets my child's particular needs	40	36	53	48	14	13	2	2
The school deals effectively with unacceptable behaviour	35	32	52	47	15	14	7	6
The school takes account of my suggestions and concerns	30	27	63	57	12	11	4	4
The school is led and managed effectively	55	50	41	37	6	5	4	4
Overall, I am happy with my child's experience at this school	57	52	43	39	7	6	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 June 2010

Dear Pupils

Inspection of All Saints Benhilton Church of England Primary School, Sutton SM1 3DA

Thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. We agree with you that your school is good and that you learn new things quickly.

Some of the things we found out about your school.

- Children in the Nursery and Reception classes settle very quickly and make good progress.
- In Years 1 to 6, you are taught well much of the time and this helps you to make good progress.
- You are very happy at school and try your best most of the time. There are lots of fun things to do outside lessons.
- You have an excellent understanding of how to stay safe and healthy and you make an excellent contribution to the community.
- All of the adults in the school are very kind and they look after you well. They give you good help when you are struggling with your work.
- The school is well led and managed, and all the adults are working very hard to make the school even better.

We have now asked your school to:

- make sure that science work is always challenging enough and includes plenty of opportunities for you to devise and carry out your own investigations
- make sure that all leaders carefully check your learning in lessons so that it gets even better
- give you clearer targets so that you know how to improve.

We wish you all well for the future, especially those of you who are soon moving to new schools. You can help your teachers by trying to present your work neatly all of the time.

Yours sincerely

Mike Capper

Lead inspector

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